

## PERSON SPECIFICATION

The purpose of this specification is to identify the attributes required by applicants to perform the duties in the job description. The specification will be used to shortlist applicants and to compare how well candidates match the agreed specification. It will also be used by potential candidates to understand expectations and identify how their skills, behaviours and experience will be assessed.

### Assessment Method Key

(Note for candidates: This is not an exhaustive list and if you have any questions about the assessment methods listed, please contact the team member named on the job advert.)

<b>I</b>	These criteria will be assessed during an <b>interview</b> , should you be shortlisted.
<b>A</b>	These criteria will be assessed at <b>shortlisting</b> ; therefore anything not advised in your application can not be scored.
<b>P</b>	During an interview you may be asked to produce a <b>presentation</b> , this is when these criteria will be assessed.

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> <li>MBBS or equivalent <b>(A)</b></li> <li>MRCPCH <b>(A)</b></li> <li>GMC registration with a licence to practise <b>(A)</b></li> <li>CCT (or within six months of CCT date) or equivalent for overseas service in Paediatrics <b>(A)</b></li> <li>Paediatric endocrinology training <b>(A)</b></li> </ul>	<ul style="list-style-type: none"> <li>Subspecialty interest in paediatric endocrinology <b>(A)</b></li> <li>Completion or close to date for MD/PhD <b>(A)</b></li> <li>Training in late effects of cancer treatment <b>(A)</b></li> <li>Specialist register for paediatrics <b>(A)</b></li> </ul>
Previous or relevant experience	
Essential	Desirable
<ul style="list-style-type: none"> <li>Appropriate knowledge and apply clinical judgement to problems <b>(A &amp; I)</b></li> <li>Teaching experience undergraduates and SpRs <b>(A &amp; I)</b></li> <li>Provide high care standard to patients <b>(A &amp; I)</b></li> </ul>	<ul style="list-style-type: none"> <li>Interest in postgraduate teaching <b>(A &amp; I)</b></li> </ul>
Aptitudes and skills	
Essential	Desirable
<ul style="list-style-type: none"> <li>Evidence and ability to communicate and liaise effectively with patients and colleagues (verbal and written communication skills in English). <b>(I)</b></li> <li>Good time-management skills <b>(I)</b></li> <li>Commitment to continuing personal development <b>(I)</b></li> <li>Travel to meet the requirements of the post <b>(I)</b></li> <li>Timely duty attendance <b>(I)</b></li> <li>Work effectively in multi-professional teams <b>(I)</b></li> <li>Understanding of equality and diversity <b>(I)</b></li> <li>Attitude: calm, compassionate, rapid response to stressful circumstances <b>(I)</b></li> </ul>	<ul style="list-style-type: none"> <li>Experience in service development and quality improvement <b>(I)</b></li> <li>Familiarity with working in regional networks <b>(I)</b></li> <li>Research experience, publications and interest in developing research program and collaborative research <b>(I)</b></li> <li>Potential to develop leadership skills <b>(I)</b></li> </ul>
Physical requirements	
Essential	Essential
<ul style="list-style-type: none"> <li>Health and physical abilities sufficient for the post (if necessary with reasonable adjustments with respect to the Equality Act 2010). <b>(Health Assessment)</b></li> </ul>	<ul style="list-style-type: none"> <li>Able to demonstrate behaviours that meet the Trust Values: <b>Patients First, Always Improving, Working Together (A&amp;I)</b></li> </ul>